



## Grade 4 ELA CCGPS Frameworks - Unit 3

**Unit Title: Responsibility with our World's Water**

**Grade Level: 4<sup>th</sup>**

**Approximate Duration: 7-8 weeks**

### Overview of the unit

This unit is provided as a sample of lessons and available resources. It is your responsibility to investigate the resources listed here to determine the purpose, text complexity, and appropriateness according to your district. GaDOE does not endorse or recommend the purchase or use of any particular resource. This unit is text/theme neutral. Therefore, lessons are standards based rather than text or theme focused. Suggested texts, themes, and mini-lessons are provided but not required. Each lesson contains activities sequenced as a gradual release towards independence of the standards in the following order: teacher modeling, group practice, independent practice, and assessment. **This unit is designed to include reading and writing standards. The teacher can add specific language standards into the unit that match ELA instruction.** Teachers who are departmentalized will want to collaborate to ensure that they are using common literature and assessments that integrate Science and Social Studies standards. Teachers who are self-contained should understand that the lessons can be combined into a reading/language arts block.

### Writing Assessment to be completed at the end of the unit:

Writing Prompt: *Informational*

All life needs clean water. 97% of the Earth's water is from the ocean, which is not sustainable for drinking. Leaving all living things on Earth with minimal fresh water resources. Using the facts you have obtained throughout the course of the unit, identify three problems with solutions to the Earth's water problem. Use evidence from the texts to support your findings.

**DISCLAIMER: Some lessons may take more than one day to complete. Please use your professional judgment to meet the needs of the student's in your classroom.**

**SUGGESTION: Print off a resource packet for each student for easy management.**

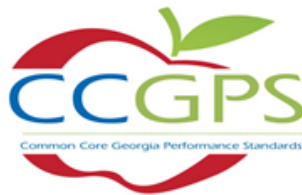


WEEK 1 AT-A-GLANCE			
Lesson/Learning Targets	Standards	Reading Skills	Resources
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I CAN determine the main idea of a text and how it is supported by key details.</li> <li>I CAN use context clues to determine the meaning of academic vocabulary.</li> <li>I CAN read and comprehend informational texts.</li> <li>I CAN explain how the author uses reasons and evidence to support particular points in the text.</li> </ul>			
<b>Lesson 1</b>	ELACC4RI7 ELACC4RI4 ELACC4L4	Interpret information in charts, graphs, diagrams Vocabulary	<b>A: Water Conservation vs. Water Purification Prediction</b>
<b>Lesson 2</b>	ELACC4RI1 ELACC4RI2	Main idea and detail	<b>1: Non-Fiction Article: Streaming Chemistry B: Questioning Organizer</b>
<b>Lesson 3</b>	ELACC4RI4 ELACC4L4	Context Clues	<b>1: Non-Fiction Article: Streaming Chemistry C: Unfamiliar Words Sheet</b>
<b>Lesson 4</b>	ELACC4RI5 ELACC4RI8	Author's Purpose Text Structure	<b>1: Non-Fiction Article: Streaming Chemistry D: Author's Purpose and Organization</b>
<b>Lesson 5</b>	ELACC4RI	Responding to text citing text based evidence	<b>E: Streaming Chemistry Writing Prompt</b>

## Lesson 1

**Materials:** Resource A: Water Conservation vs. Water Purification Prediction

- Pass out slips of paper (use scratch sheets) for students to answer the following questions. They do not have to write their name on their paper.
  - Have you ever left the water running while brushing your teeth? Yes/No
  - Have you ever left the water running while washing your face? Yes/No
- Create a chart displaying the number of students who have left the water on while brushing their teeth, washing their face, and both. You will need to keep this chart for the rest of the unit.
- Show students the results of the class data.



- Play the minute video at the following link  
<http://teachunicef.org/explore/media/watch/one-minutes-jr-save-water>
- Facilitate a discussion about this practice. Ask students do they think there could be a deficit in our water supply if the majority of students in their school left the water on while brushing their teeth or washing their face.
- Introduce the writing assessment to students. Tell them that throughout the course of this unit, they are going to learn about water conservation and water purification.
- Have students make predictions about what these 2 key vocabulary terms mean. They can write down what they think the words mean on the *Water Conservation vs. Water Purification* sheet.

## Lesson 2

**Materials:** Resource 1: “Streaming Chemistry” article and Resource B: Questioning Organizer

- Have students take out a pencil and highlighter. Tell students that as they read several articles over the next few days, they will star new information and highlight unfamiliar words.
- First, students will read the article silently before any further discussion. While students are reading the article, they will star and highlight the text. You may want to set a timer to keep students on track.
- Once all students are finished reading, the teacher will read the article aloud. Students are still permitted to mark (annotate) the text.
- Students will answer the *Questioning Organizer* sheet. There are 2 pre-written questions on the sheet. Students will create 7 questions based on the text. Once students have created their questions collect and redistribute the questions. Students will receive questions that they did not write and answer the sheet.
- Once students have completed their sheets, have students verbally state questions that were on the sheet and answer the questions. Other students in the class can check to see if they had similar questions. Continue this process until all questions have been completed.

## Lesson 3

**Materials:** Resource 1: “Streaming Chemistry” article and Resource C: Unfamiliar Words Sheet

- Students will need to take out the article “Streaming Chemistry” from the previous day.



- Today students will go over any unfamiliar vocabulary words that they encountered during the readings of the article.
- The teacher should have students raise their hand and state any words they found to be unfamiliar. Record these words on the board.
- Using the article and *Unfamiliar Words* sheet, have students work with a partner and select 6 words they found unfamiliar. Students will need to answer the question “How does the author help us understand what (chosen vocabulary word) means?” Students will use context clues to help determine the meaning of the words.
- Once students have used context clues to determine the meaning of the word, allow students to use dictionaries (or dictionary.com or other online resource) to determine the actual definitions.
- Once students have completed the vocabulary and a class discussion about the words has occurred, ask students to begin thinking about why the author wrote this article.

#### **Lesson 4**

**Materials needed** Resource 1: “Streaming Chemistry” article and Resource D: Author’s Purpose and Organization Sheet

- Review the previous day’s lesson.
- Students will then independently complete the *Author’s Purpose & Organization* sheet.

#### **Lesson 5**

**Materials needed:** Resource 1: “Streaming Chemistry” article and Resource E: Streaming Chemistry Writing Prompt

**The article “Streaming Chemistry” ends with the author reminding us that it is important to be responsible users of the water on Earth. Based on the information in the text, cite 4 reasons why taking care of our water resources is important.**

- Students will complete the “Streaming Chemistry” Writing Prompt.

#### **Assessment(s) for Week 1 (*suggested but not limited to*):**

- Water Conservation vs. Water Purification Prediction
- Questioning Organizer



- Unfamiliar Words sheet
- Author's Purpose & Organization
- "Streaming Chemistry" Writing Prompt

WEEK 2 AT-A-GLANCE			
Lesson/Learning Targets	Standards	Reading Skills	Resources
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I CAN use context clues to determine the meaning of academic vocabulary.</li> <li>• I CAN describe the structure of an informational text.</li> <li>• I CAN interpret information presented in charts and graphs.</li> <li>• I CAN determine the main idea of a text and how details support it.</li> <li>• I CAN develop a topic and support it with details.</li> </ul>			
<b>Lesson 1</b>	ELACC4RI4 ELACC4L4	Vocabulary Context clues	<b>F: Water and Me Word Web</b>
<b>Lesson 2</b>	ELACC4RI7 ELACC4RI5	Data collection organizing writing Charts and Tables	<b>Class Water Chart G: Water and Me F: Water Facts I: How Much Water Do You Use</b>
<b>Lesson 3</b>	ELACC4RI5 ELACC4RI6	Compare and contrast text structure	<b>2: Non-Fiction Article: Conserving Water J: Venn diagram</b>
<b>Lesson 4</b>	ELACC4RI4 ELACC4L4	Context Clues	<b>2: Non-Fiction Article: Conserving Water C: Unfamiliar Words</b>
<b>Lesson 5</b>	ELACC4W2b	Categories Main idea and details	<b>2: Non-Fiction Article: Conserving Water K: Now and Later Sorting L: Conserving Water Writing prompt</b>

## Lesson 1

**Materials needed:** Resource F: Word Web and Resource G: Water and Me

- Define the word conservation. Create with students a word web with conservation in the middle of the web. Students can record class responses on the *word web* sheet.



- Watch the video on water conservation at the following link <http://www.gracelinks.org/1299/aqua-conserve-water>. There are also video segments on United Streaming that would also go along with this lesson. If you have a United Streaming account, any of these videos will work.
- After viewing the video, have a discussion about water conservation to clarify any misconceptions.
- Pass out (this can be homework) the *Water and Me* sheet. Students will record how much water they use in a 24-hour time period (ex: brushing teeth, washing hands, flushing toilet, shower, etc.) Let students know that you (the teacher) will be recording how much water you use in a 24-hour time period as well.

## Lesson 2

**Materials needed:** Resource G: Water and Me, Resource H: Water Facts, Resource I: How Much Water Do You Use?

- Prior to the day's lesson, fill out your recordings on the *Class Water* chart (for teachers).
- Have students take out their *Water and Me* sheet from the day before.
- Have students raise their hand if they used water in the ways listed on the sheet. Record the number of students in the appropriate column. (Project sheet on board if capable or write on chart paper)
- Using the *Water Facts* sheet, multiple the number of students x the number of gallons and record in the total column.
- Once the *Class Water* chart is completed, read students some of the statistics on the *How Much Water Do You Use?* sheet. Students will be amazed at the amount of water consumption used daily.

## Lesson 3

**Materials needed:** Resource 2: "Conserving Water" article and Resource J: Venn Diagram

- Have students take out a pencil and highlighter.
- Students will star new information and highlight unfamiliar words.
- First, students will read the "Conserving Water" article silently before any further discussion. While students are reading the article, they will star and highlight the text. You may want to set a timer to keep students on track.
- Once all students are finished reading, the teacher will read the article aloud. Students are still permitted to mark (annotate) the text.
- Go over text structure.



- Students will use the *Venn Diagram* to compare and contrast the text features of the “Streaming Chemistry” article and “Conserving Water” article.

#### Lesson 4

**Materials needed:** Resource 2: “Conserving Water” article and Resource C: Unfamiliar Words Sheet

- Students will need to take out the article “Conserving Water” from the previous day.
- Today students will go over any unfamiliar vocabulary words that they encountered during the readings of the article.
- The teacher should have students raise their hand and state any words they found to be unfamiliar. Record these words on the board.
- Using the article and *Unfamiliar Words* sheet, have students work with a partner and select 6 words they found unfamiliar. Students will need to answer the question “How does the author help us understand what (chosen vocabulary word) means?” Students will use context clues to help determine the meaning of the words.
- Once students have used context clues to determine the meaning of the word, allow students to use dictionaries (or dictionary.com or other online resource) to determine the actual definitions.
- Once students have completed the vocabulary and a class discussion about the words has occurred, ask students to begin thinking about why the author wrote this article.

#### Lesson 5

**Materials needed:** Resource 2: “Conserving Water” article and Resource L: Conserving Water Writing Prompt

**Think about the ways you used water in a 24-hour time period. What is one way that you can conserve water on a daily basis. Identify at least one solution to your problem using the Conserving Water article.**

- Students will work with a partner to complete this activity.
- Using the “Conserving Water” article and the *Now and Later* sorting chart, students will sort in the *Now* column ways to conserve water that they could start today. In the *Later* column, students will sort ways to conserve water that may take a little bit more effort and help from others.



- Once students are finished with this activity, they will need to complete the writing prompt.

**Assessment(s) for Week 2 (*suggested but not limited to*):**

- Water and Me sheet
- Venn Diagram
- Unfamiliar Words
- Now and Later sorting
- “Conserving Water” Writing Prompt

<b>WEEK 3 AT-A-GLANCE</b>			
<b>Lesson/Learning Targets</b>	<b>Standards</b>	<b>Reading Skills</b>	<b>Resources</b>
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I CAN determine the main idea of a text and how it is supported by key details.</li> <li>• I CAN use context clues to determine the meaning of academic vocabulary.</li> <li>• I CAN read and comprehend informational texts.</li> <li>• I CAN explain how the author uses reasons and evidence to support particular points in the text.</li> </ul>			
<b>Lesson 1</b>	ELACC4RI4 ELACC4L4	Vocabulary Context clues	<b>F: Word Web</b>
<b>Lesson 2</b>	ELACC4RI1 ELACC4RI2	Main idea and detail	<b>3: Non-Fiction Article: Washing Water B: Questioning Organizer</b>
<b>Lesson 3</b>	ELACC4RI4 ELACC4L4	Context Clues	<b>3: Non-Fiction Article: Washing Water C: Unfamiliar Words Sheet</b>
<b>Lesson 4</b>	ELACC4RI5 ELACC4RI8	Author's Purpose Text Structure	<b>3: Non-Fiction Article: Washing Water D: Author's Purpose and Organization</b>
<b>Lesson 5</b>	ELACC4RI	Responding to text citing text based evidence	<b>M: Washing Water Writing Prompt</b>





## Lesson 1

**Materials needed:** Resource F: Word Web

- Define the word purification. Create with students a word web with purification in the middle of the web. Students can record class responses on the word web sheet.
- Watch the video on water conservation at the following link <http://vimeo.com/4155293>. There are also video segments on United Streaming that would also go along with this lesson. If you have a United Streaming account, any of these videos will work.
- After viewing the video, have a discussion about water purification to clarify any misconceptions.

## Lesson 2

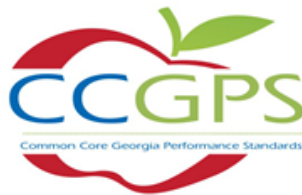
**Materials needed:** Resource 3: “Washing Water” article and Resource B: Questioning Organizer

- Have students take out a pencil and highlighter. Tell students that as they read several articles over the next few days, they will star new information and highlight unfamiliar words.
- First, students will read the article silently before any further discussion. While students are reading the article, they will star and highlight the text. You may want to set a timer to keep students on track.
- Once all students are finished reading, the teacher will read the article aloud. Students are still permitted to mark (annotate) the text.
- Students will answer the *Questioning Organizer* sheet. There are 2 pre-written questions on the sheet. Students will create 7 questions based on the text. Once students have created their questions collect and redistribute the questions. Students will receive questions that they did not write and answer the sheet.
- Once students have completed their sheets, have students verbally state questions that were on the sheet and answer the questions. Other students in the class can check to see if they had similar questions. Continue this process until all questions have been completed.

## Lesson 3

**Materials needed:** Resource 3: “Washing Water” article and Resource C: Unfamiliar Words Sheet

- Students will need to take out the article “Washing Water” from the previous day.



- Today students will go over any unfamiliar vocabulary words that they encountered during the readings of the article.
- The teacher should have students raise their hand and state any words they found to be unfamiliar. Record these words on the board.
- Using the article and *Unfamiliar Words* sheet, have students work with a partner and select 6 words they found unfamiliar. Students will need to answer the question “How does the author help us understand what (chosen vocabulary word) means?” Students will use context clues to help determine the meaning of the words.
- Once students have used context clues to determine the meaning of the word, allow students to use dictionaries (or dictionary.com or other online resource) to determine the actual definitions.
- Once students have completed the vocabulary and a class discussion about the words has occurred, ask students to begin thinking about why the author wrote this article.

#### Lesson 4

**Materials needed:** Resource 3: “Washing Water” article and Resource D: Author’s Purpose & Organization Sheet

- Review the previous day’s lesson.
- Students will then independently complete the *Author’s Purpose & Organization* sheet.

#### Lesson 5

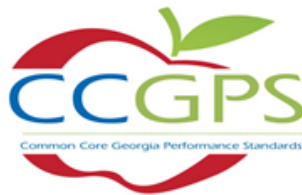
**Materials needed:** Resource M: Washing Water Prompt

**Describe the process to “wash water” using evidence from the text. How would your life be different if water could not be washed? Give at least 4 reasons using evidence from the text to support your answer.**

- Students will complete the “Washing Water” Writing Prompt.

#### **Assessment(s) for Week 3 (*suggested but not limited to*):**

- Questioning Organizer
- Unfamiliar Words sheet
- Author’s Purpose & Organization
- “Washing Water” Writing Prompt



WEEK 4 AT-A-GLANCE			
Lesson/Learning Targets	Standards	Reading Skills	Resources
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I CAN compare and contrast first hand accounts on the same topic.</li> <li>I CAN refer to details and examples in a text when explaining what the text says explicitly.</li> </ul>			
<b>Lesson 1</b>	ELACC4RI2 EALCC4RI6 ELACC4RI10	Text features Reading for information	<b>N: World map O: Our World of Water Graphic Organizer</b>
<b>Lesson 2</b>	ELACC4RI2 EALCC4RI6 ELACC4RI10	Compare and Contrast	<b>O: Our World of Water Graphic Organizer P: Triple Venn Diagram</b>
<b>Lesson 3</b>	ELACC4RI2 EALCC4RI6 ELACC4RI10	Compare and Contrast	<b>O: Our World of Water Graphic Organizer J: Venn diagram</b>
<b>Lesson 4</b>	ELACC4RI2 EALCC4RI6 ELACC4RI10	Compare and Contrast	<b>O: Our World of Water Graphic Organizer J: Venn diagram</b>

## Lesson 1

**Materials needed:** *Our World of Water* by Beatrice Hollyer, Resource N: World Map, and Resource O: Our World of Water Graphic Organizer

- Show students the cover of the book. On the contents page, six children are shown with quotes about their countries.
- Use the book and review text features with students.
- Read aloud about the first child, Lucas from Peru
- Once Lucas' section has been read, students will complete the *OWOW graphic organizer*.
- On the *map* provided, have students plot where in the world Lucas lives.



## Lesson 2

**Materials needed:** Our World of Water by Beatrice Hollyer, Resource O: Our World of Water Graphic Organizer, and Resource P: Triple Venn Diagram

- Read about Khadija from Africa and Dahlys from California in OWOW
- Once Khadija's section has been read, students will complete the OWOW graphic organizer. Follow the same procedure for Dahlys.
- Students will then complete the triple Venn Diagram comparing and contrasting Lucas, Khadija, and Dahlys.

## Lesson 3

**Materials needed:** Our World of Water by Beatrice Hollyer, Resource O: Our World of Water Graphic Organizer, and Resource J: Venn Diagram

- Read about Saran from Bangladesh and Gamachu Boru from Ethiopia
- Once Saran's section has been read, students will complete the OWOW graphic organizer. Follow the same procedure for Gamachu Boru.
- Students will then complete the Venn Diagram comparing and contrasting Saran and Gamachu Boru.

## Lesson 4

**Materials needed:** Our World of Water by Beatrice Hollyer, Resource O: Our World of Water Graphic Organizer, and Resource J: Venn Diagram

- Read about Barfimoh from Tajikistan
- Once Barfimoh's section has been read, students will complete the OWOW graphic organizer.
- Students will then complete the Venn Diagram comparing and contrasting Barifmoh and themselves.

### **Assessment(s) for Week 4 (*suggested but not limited to*):**

- OWOW Graphic Organizer
- Triple Venn Diagram (1)
- Venn Diagram (2)



WEEK 5 AT-A-GLANCE			
Lesson/Learning Targets	Standards	Reading Skills	Resources
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I CAN determine the main idea of a text and how it is supported by key details.</li> <li>I CAN use context clues to determine the meaning of academic vocabulary.</li> <li>I CAN read and comprehend informational texts.</li> <li>I CAN explain how the author uses reasons and evidence to support particular points in the text.</li> </ul>			
<b>Lesson 1</b>	ELACC4RI4 ELACC4L4	Vocabulary Context clues	<b>F: Word Web</b>
<b>Lesson 2</b>	ELACC4RI1 ELACC4RI2	Main idea and detail	<b>4: Non-Fiction Article: For the World's Poor, Drinking Water can Kill</b> <b>B: Questioning Organizer</b>
<b>Lesson 3</b>	ELACC4RI4 ELACC4L4	Context Clues	<b>4: Non-Fiction Article: For the World's Poor, Drinking Water can Kill</b> <b>C: Unfamiliar Words Sheet</b>
<b>Lesson 4</b>	ELACC4RI5 ELACC4RI8	Author's Purpose Text Structure	<b>4: Non-Fiction Article: For the World's Poor, Drinking Water can Kill</b> <b>D: Author's Purpose and Organization</b>
<b>Lesson 5</b>	ELACC4RI	Responding to text citing text based evidence	<b>Q: For the World's Poor, Drinking Water can Kill</b> <b>Writing Prompt</b>



## Lesson 1

**Materials:** Resource F: Word Web

- Define the word sanitation. Create with students a word web with sanitation in the middle of the web. Students can record class responses on the *word web* sheet.
- Watch the video illustrating the idea of only having access to dirty drinking water as part of your daily life. <http://www.youtube.com/watch?v=77Mv8pauMKc>
- There are also video segments on United Streaming that would also go along with this lesson. If you have a United Streaming account, any of these videos will work.
- After viewing the video, have a discussion and allow student the chance to work in partners or groups about what life may be like if their water was as dirty as illustrated in the video. Is it fair for people to live around the world in these conditions?

## Lesson 2

**Materials:** Resource 4: “For the World’s Poor, Drinking Water Can Kill” article and Resource B: Questioning Organizer

- Have students take out a pencil and highlighter. Tell students that as they read several articles over the next few days, they will star new information and highlight unfamiliar words.
- First, students will read the article silently before any further discussion. While students are reading the article, they will star and highlight the text. You may want to set a timer to keep students on track.
- Once all students are finished reading, the teacher will read the article aloud. Students are still permitted to mark (annotate) the text.
- Students will answer the *Questioning Organizer* sheet. There are 2 pre-written questions on the sheet. Students will create 7 questions based on the text. Once students have created their questions collect and redistribute the questions. Students will receive questions that they did not write and answer the sheet.
- Once students have completed their sheets, have students verbally state questions that were on the sheet and answer the questions. Other students in the class can check to see if they had similar questions. Continue this process until all questions have been completed.



### Lesson 3

**Materials:** Resource 4: “For the World’s Poor, Drinking Water Can Kill” article and Resource C: Unfamiliar Words Sheet

- Students will need to take out the article “For the World’s Poor, Drinking Water Can Kill” from the previous day.
- Today students will go over any unfamiliar vocabulary words that they encountered during the readings of the article.
- The teacher should have students raise their hand and state any words they found to be unfamiliar. Record these words on the board.
- Using the article and *Unfamiliar Words* sheet, have students work with a partner and select 6 words they found unfamiliar. Students will need to answer the question “How does the author help us understand what (chosen vocabulary word) means?” Students will use context clues to help determine the meaning of the words.
- Once students have used context clues to determine the meaning of the word, allow students to use dictionaries (or dictionary.com or other online resource) to determine the actual definitions.
- Once students have completed the vocabulary and a class discussion about the words has occurred, ask students to begin thinking about why the author wrote this article.

### Lesson 4

**Materials needed:** Resource 4: “For the World’s Poor, Drinking Water Can Kill” article and Resource D: Author’s Purpose and Organization

- Review the previous day’s lesson.
- Students will then independently complete the *Author’s Purpose & Organization* sheet.

### Lesson 5

**Materials needed:** Resource Q: For the World’s Poor, Drinking Water Can Kill Writing Prompt

**All living things around the world need water to survive. Explain how water can be a deadly factor in some communities. Give examples from the text as to how water is harming people.**



- Students will complete the “For the World’s Poor, Drinking Water Can Kill” Writing Prompt.

**Assessment(s) for Week 5 (*suggested but not limited to*):**

- Questioning Organizer
- Unfamiliar Words sheet
- Author’s Purpose & Organization
- “For the World’s Poor, Drinking Water Can Kill” Writing Prompt

WEEK 6 AT-A-GLANCE			
Lesson/Learning Targets	Standards	Reading Skills	Resources
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I CAN refer to details in a text when explaining what the text says.</li> <li>• I CAN explain scientific concepts based on specific information in the text.</li> <li>• I CAN integrate information from two texts on the same topic to write about the topic knowledgeably.</li> </ul>			
<b>Lesson 1</b>	ELACC4RI1 ELACC4RI3	Main idea and details	<b>5: Non-Fiction Article: Ryan’s Well</b> <b>R: Solutions Graphic Organizer</b>
<b>Lesson 2</b>	ELACC4RI1 ELACC4RI3	Main idea and details	<b>6: Non-Fiction Article: Water Woes</b> <b>R: Solutions Graphic Organizer</b>
<b>Lesson 3</b>	ELACC4RI1 ELACC4RI3	Main idea and details	<b>Previously Used articles</b> <b>R: Solutions Graphic Organizer</b>
<b>Lesson 4</b>	ELACC4RI9 ELACC4W2	Integrating information from two texts Informational writing	<b>S: Public Service Announcement</b> <b>Planning Guide</b>





## Lesson 1

**Materials needed:** Resource 5: “Ryan’s Well” article and Resource R: Solutions Graphic Organizer

- Place students into collaborative groups. They will work in these groups throughout the week. The students have learned all about water around the world, and this week the focus is on the solutions to the water problems the world faces. Students will be recording different solutions cited in different resources as a way to provide them with evidence for the summative assessment.
- Give each group a copy of the article, “Ryan’s Well”. Let students read the article together in the group, and then read the article aloud so that the students can hear the article being read fluently. Allow time for discussion as a class addressing any vocabulary and clarification that may be needed.
- The teacher may want to provide a visual of a well to give students a better idea of what a water well looks like.
- Have students complete the Solutions Graphic Organizer as a group.

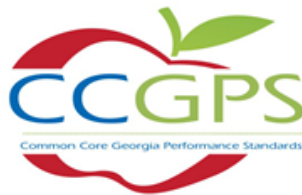
## Lesson 2

**Materials needed:** Resource 6: “Water Woes” article and Resource R: Solutions Graphic Organizer

- Allow students to get back into their groups they were working with in the previous lesson.
- Give students a copy of the article “Water Woes” Let students read the article together in the group, and then read the article aloud so that the students can hear the article being read fluently. Allow time for discussion as a class addressing any vocabulary and clarification that may be needed.
- This article suggests the idea of building more dams to collect more fresh water. You may want to provide some visuals of what dams look like to aid comprehension and address any misconceptions.
- Have students complete the Solutions Graphic Organizer as a group.

## Lesson 3

**Materials needed:** Resources 1-4: articles and Resource R: Solutions Graphic Organizer



- Allow students to get back into their groups they have been collecting data with during the past few days.
- Give students copies of all previous articles read throughout the unit. These may be their personal copies or new copies you provide.
- Tell students that they are to go back through the article with the purpose of finding any solutions suggested to providing people around the world with clean water.
- Have students complete the Solutions Graphic Organizer as a group.

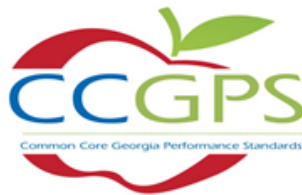
## Lesson 4

**Materials needed:** Resources 1-4: articles, Resource R: Solutions Graphic Organizer, and Resource S: Public Service Announcement Planning Guide

- Have students get into their groups.
- Groups should select one solution they have identified throughout the week to solving the world's water problems.
- Show students an example of a public service announcement. You can use the link provided or an example of your own. <http://vimeo.com/34635186>
- Have a discussion with students on the elements of the announcement. Hook, problem, facts, solutions.
- Groups will complete the public service planning guide and then work together to create a multimedia project demonstrating the problem and solution from the texts bringing the world's attention to why it is important to have clean water and how they suggest we help.

## Assessment(s) for Week 6 (*suggested but not limited to*):

- Solutions Graphic Organizer
- Public Service Announcement
- Article Questions (provided but not mentioned in lessons-optional)



WEEK 7-8 AT-A-GLANCE			
Lesson/Learning Targets	Standards	Reading Skills	Resources
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I CAN write an informational text to examine a topic and convey information clearly.</li> <li>I CAN produce clear and coherent writing.</li> <li>I CAN recall relevant information from print and digital sources.</li> </ul>			
	ELACC4RI9 ELACC4W2 ELACC4W4 ELACC4W7 ELACC4W8	Informational Writing Drawing evidence from texts to support facts	<b>Summative (Performance Based) Writing Assessment Completed Resources</b>

#### Week 7 and Week 8: Summative (Performance-based) Assessment

- Students will complete the following writing assessment and can refer back to articles and activities completed throughout the completion of the unit.

Writing Prompt: *Informational*

All life needs clean water. 97% of the Earth's water is from the ocean, which is not sustainable for drinking. Leaving all living things on Earth with minimal fresh water resources. Using the facts you have obtained throughout the course of the unit, identify three problems with solutions to the Earth's water problem. Use evidence from the texts to support your findings.

---END OF UNIT---

-----UNIT RESOURCES CAN BE FOUND IN THE ATTACHED PDF DOCUMENT(S)-----